



Supporting Students for whom English is an Additional Language

This Policy and the Procedures apply to all staff, including senior leaders, paid staff, volunteers and sessional workers, agency staff, pupils and anyone working on behalf of Quorn Hall School, pupils/carers, external agencies and members of the public.

Introduction

Quorn Hall School is an independent school for pupils with SEMH and all students admitted to the school have a EHC Plan. Special educational needs are addressed by all the staff in the school (See SEND policy). Speaking English as an additional language is not in itself a Special Educational Need or sign of a learning disability; “Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.” SEN Code of Practice (DfES, 2001)

We:

- Plan for and provide appropriate stimuli for language development.
- Encourage EAL pupils to use English by generating opportunities for active participation in lessons.
- Consider our own language use and provide suitable contextual clues for EAL pupils.
- Show awareness that our school culture and environment (Eg teaching; learning; procedures; routines and practices) may differ from the school culture that our EAL pupils are familiar with.
- Plan for and provide specific time for pupils with EAL needs, including access to interventions
- Are aware that an EAL pupil’s social language (normally acquired in around 2 years) may be much more advanced than their academic language (which can take 7-10 years to reach native-speaker levels).

We have access to an experienced Educational Psychologist who assesses students to ensure that we identify and provide the necessary support to enable all students to reach their full potential.

It is important that pupils learning English as an Additional Language (EAL) should receive their full entitlement to the broad, balanced and individually tailored

curriculum reflecting the Independent School Standards. When organising additional support it is very important that we provide pupils with English as an Additional Language with a broad and balanced curriculum with regular access to all subjects and areas of learning. If they require additional input in English, we are careful about ensuring that they do not always miss out on the same social or academic subject to facilitate this.

For students who may have communication difficulties, the added problem of learning EAL increases their needs. All students have EHC Plans or Statements of Special Educational Needs from which regular Individual Education Plans (IEPs) are developed. Should any student with EAL require any further support it will be reflected in their EHC Plan or statement and IEP. This may require us to arrange for the student's first language to be spoken and experienced as part of their individual education plan. If we do not have any members of staff sufficiently able or confident to speak the appropriate language then we encourage family members or suitably vetted visitors to assist with bilingual support by providing taped recordings, telephone conversations and actual contact.

Annual Reviews of EHCP Plans

Quorn Hall School is a specialist provision. All students are assessed as part of the Admission process and on-going assessment takes place throughout the year; we can also call on the support of an Educational Psychologist if we believe that a child's Education Health and Care Plan does not accurately reflect their needs e.g. if having EAL has led to an underestimation of their cognitive capacity or has led people to overlook specific learning disabilities such as dyslexia. We work closely with parents and professionals to ensure that the EHCP reflects the child's needs and the provision required to ensure they achieve their full potential.

For students who may also have communication difficulties e.g. as part of their Autism Spectrum Condition, the added problem of learning EAL may increase their needs. All students have EHC Plans or Statements of Special Educational Needs from which regular Individual Education Plans (IEPs) are devised and updated at least three times per year. Should any student with EAL require any further support it will be reflected in their EHC Plan or statement and IEP.

This may require us to arrange for the student's first language to be spoken and experienced as part of their individual education plan. If we do not have any members of staff sufficiently able or confident to speak the appropriate language then we encourage family members or suitably vetted visitors to assist with bilingual support by providing taped recordings, telephone conversations and actual contact.